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ABSTRACT

The proceedings of the 1985 conference of the Southern Association for Institutional Research (SAIR) is presented. The focus was preparing colleges to anticipate and respond to the demand of accrediting bodies, federal agencies, and state legislatures. Contents include: a conference agenda; a keynote address, summaries of pre-conference workshops, roundtables, concurrent sessions, and panels; business meeting minutes; and bylaws of SAIR. Topics of sessions/panels include: fiscal policy, enrollment projections, self-study for accreditation, tools for institutional research, accounting for external forces in college planning, student retention, and minority enrollment management. Abstracts of studies conducted by institutional researchers include the following topics: black participation in undergraduate education; sampling and statistical methods for evaluating faculty; evaluation of college programs 3 to 5 years after approval by the state; enrollment management; market research for college admissions; student withdrawal and retention; projecting cost behavior for planning and decision making; organizing and conducing a university planning process; decision support systems; and state budgeting. (SW)

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SOUTHERN ASSOCIATION FOR INSTITUTIONAL RESEARCH

1985 Conference Proceedings

THE RESPONSE OF THE INSTITUTION TO EXTERNAL FORCES: PROACTIVE OR REACTIVE?

Mary Alyce Orahood, Editor

Donna Davoren, Contributing Editor

Barbara Clark, Administrative Assistant

SAIR/SCUP

1985 Conference

Virginia Beach, Virginia

October 30 - November 1, 1985

TABLE OF CONTENTS

SAIR 1985 CONFERENCE 1
Overview 1
Using the Proceedings 2
1985 SAIR Conference Program 3
PARTICIPANTS SECTION 4
Professional Development Opportunity 4
Pre-Conference Workshops 4
State Association Meetings 4
Roundtable Session I 5
Concurrent Sessions 6
1. Costs and Fiscal Policy 6
2. Enrollment Projections: Differing Perspectives 6
3. The Self-Study Process for Accreditation 6
Theme Panel: Role of Institutional Research 6
Keynote Address 6
Concurrent Sessions 6
1. Tools for Institutional Research (Paper Session) 6
2. The Use of Institutional Data to Increase Minority Presence . 7
3. Accounting for External Forces in Institutional Planning . . 7
Concurrent Sessions 7
1. Implementing an Institutional Planning Process 7
2. Student Retention 7
3. Planning, PME and SIS 8
Roundtable Session II 8
Special Interest Groups 9
Roundtable Session III 9
Concurrent Sessions 10
1. Minority Enrollment Management 10
2. More Planning and Less Costs 10
3. Models for Studying Student Retention 10
Theme Panel: The Self-Study Process 10
THEME SECTION 11
Keynote Address 11
Theme Panel: Role of Institutional Research 14
Theme Panel: The Self-Study Process 16
TOPIC SECTION 17
1.a Student Characteristics: National Studies 17
1.b Student Characteristics: Statewide High School and College . 17
1.c Student Characteristics: Student Growth/Needs 17
1.d Student Characteristics: Alumni (none). 18
2.a Faculty and Staff: Overview 18
2.b Faculty and Staff: Salary (none) 18
2.c Faculty and Staff: Effectiveness 19
3. Curriculum and Instruction (Teaching and Learning) 19
4.a Program Evaluation: State Level (none) 19
4.b Program Evaluation: Institutional 20
4.c Program Evaluation: Discontinuance (none) 20
4.d Program Evaluation: Self Studies 20
5.a Enrollment Management: Overview 21
5.b Enrollment Management: Marketing/Admissions 21
5.c Enrollment Management: Financial Aid (none) 22
5.d Enrollment Management: Retention 23

5.e Enrollment Management: Modeling 25
6. Academic Performance 26
7.a High School and College: Planning 26
7.b High School and College: Data Base (none) 29
7.c High School and College: Management 29
8. Policy Analysis 30
9.a Information Systems: Decision Support Systems 32
9.b Information Systems: Technical Elements (none). 32
9.c Information Systems: Data Base (none) 32
10.a Budget and Finance: Overview (none). 32
10.b Budget and Finance: State Budgeting 32
10.c Budget and Finance: Institutional Funding 33
11. Facilities, Space and Scheduling 34
12.a Theory and Practice: Practices 34
12.b Theory and Practice: Qualitative Procedures 36
12.c Theory and Practice: Methodology 36
12.d Theory and Practice: Software 37
BUSINESS SECTION 38
Business Meeting Minutes 38
SAIR Financial Statement 40
SAIR Conference Report - Virginia Beach 41
Articles of Incorporation 42
Bylaws of the Association 46
LIST OF PARTICIPANTS AND MEMBERS 52

SAIR/SCUP
1985 CONFERENCE

Virginia Beach, Virginia

"The Response of the Institution to External Forces:
Proactive or Reactive?

The Southern Association for Institutional Research (SAIR) provides an opportunity for professionals in the region to exchange ideas and discuss developments in research, planning and management in higher education. The Society for College and University Planning (SCUP) is an international organization dedicated to improving the quality and effectiveness of planning for higher education.

Each year SAIR holds a conference designed to offer a program of interest to those who are involved in institutional research and its related functions. This conference provides a forum for the interchange of ideas and a chance for members to discuss solutions to common problems. It also provides an excellent opportunity for professionals to establish and maintain a communications network with colleagues in the Southern region.

This year, SAIR and the three southern regions of SCUP joined in a conference to explore the ways in which professionals in the areas of institutional research and planning can help their institutions to meet the demands of external agencies. Particular emphasis was placed on preparing institutions to anticipate the demands of accreditating bodies, federal agencies and state legislatures and to prepare to meet these demands.

Conference activities related to the theme began at 7:30 a.m. on Thursday, October 31, following a full day of workshops on October 30. There were two theme panels and a keynote address as well as a variety of papers, panels, state organization meetings, SCUP regional meetings and special interest group meetings. All activities were held in the Original Cavalier Hotel in Virginia Beach, Virginia.

This Conference Proceedings contains an overview of the program, abstracts of all papers, summaries of all panels and the full text of the keynote address, as well as items on the business of SAIR and a list of SAIR members. Each person registered for the conference will receive a copy of the proceedings as will each member of SAIR.

Thanks go to the conference committee and to the other members of the local arrangement committee. Thalhimer's Department Store provided the favors for the luncheon table, and the Virginia Association of Management Analysis and Planning (VAMAP) provided the hors d'oeuvres for the cash bar on Wednesday evening and the band for the party on Thursday night.

Using the Proceedings

The Proceedings is organized to focus on its use as an historical document. The Participants Section shows who, what, where, and when for the use of those whose nomological net is based on time and place. The Theme Presentations section is a summary of the theme focus presentations: the keynote address by Dr. Charles Karelis, and the two theme panels chaired by Drs. John W. Moore and Richard Howard. The abstracts and explanations of other presentations are contained in the Topics Section which follows the Theme Presentations section. The Topics Section is organized by focus area based on the AIR taxonomy developed by Marilyn McCoy, William Fenstemacher, andd Daniel Coleman. In the Participants Section, the numbers shown in parentheses indicate the location of the fuller description which is given in the Topics Section. Addresses of participants are contained in the Directory Section following the Business Section.

The structure for the Topics Section is as follows:

1. Student characteristics
   a. National studies
   b. High school and college
   c. Student growth/needs
   d. Alumni

2. Faculty and staff
   a. Overview
   b. Salary
   c. Effectiveness

3. Curriculum and instruction (Teaching and Learning)

4. Program evaluation
   a. State level
   b. Institutional
   c. Discontinuance
   d. Self studies

5. Enrollment management
   a. Overview
   b. Marketing/admissions
   c. Financial aid
   d. Retention
   e. Modeling

6. Academic performance

7. High school and college
   a. Planning
   b. Data base
   c. Management

8. Policy analysis

9. Information systems
   a. Decision support systems
   b. Technical elements
   c. Data base

10. Budget and finance
    a. Overview
    b. State budgeting
    c. Institutional funding

11. Facilities, space and Scheduling

12. Theory and practice
    a. Practices
    b. Qualitative procedures
    c. Methodology
    d. Software

1985 SAIR CONFERENCE PROGRAM

Wednesday, October 30, 1985

8:00 a.m.- 5:00 p.m.		Registration
9:00 a.m.-12:00 Noon		Pre-conference Workshops/Seminars
1:30 p.m.- 5:30 p.m.		Pre-conference Workshops/Seminars
6:00 p.m.- 9:30 p.m.		Waterside Visit Special Event

Thursday, October 31, 1985

8:00 a.m.- 5:00 p.m.		Registration
7:30 a.m.- 8:40 a.m.	POCOHONTAS	Continental Breakfast
7:30 a.m.- 8:30 a.m.		State Association Meetings
8:40 a.m.- 9:20 a.m.	S.PORCH	Roundtable I: Contributed Papers
9:30 a.m.-10:20 a.m.	VIRGINIA	Paper Session: Costs/Fiscal Policy
	COLONIAL	Panel: Enrollment Projections
	BALLROOM	Panel: Self-Study Process for Accreditation
10:30 a.m.-11:45 a.m.	BALLROOM	Theme Panel: President's Panel
12:00 Noon- 1:30 p.m.	CORAL REEF	Luncheon and Keynote Address Speaker: Dr. Charles Karelis, Special Assist. to the Secretary of Education & Liason to Postsecondary Education
1:40 p.m.- 2:30 p.m.	VIRGINIA	Paper Session: Tools for Institutional Research
	COLONIAL	Panel: The Use of Institutional Data to Increase Minority Presence and Success
	BALLROOM	Panel: Accounting for External Forces in the Institutional Planning Process
2:40 p.m.- 3:30 p.m.	VIRGINIA	Panel: Implementing a University Planning Process
	COLONIAL	Paper Session: Student Retention
	BALLROOM	Paper Session: Planning, PME and SIS
3:40 p.m.- 4:30 p.m.	S. PORCH	Roundtable II: Contributed Papers
4:45 p.m.- 5:30 p.m.		Special Interest Group Meetings
5:00 p.m.- 7:00 p.m.		Tennis Tournament
	LOGGIA	Cash Bar
9:00 p.m.- until	LOGGIA	HALLOWEEN PARTY!!

Friday, November 1, 1985

7:00 a.m.- 8:00 a.m.		5 K FUN RUN
7:30 a.m.- 8:45 a.m.	POCAHONTAS	Continental Breakfast
8:00 a.m.- 8:30 a.m.	BALLROOM	Business Meeting
8:40 a.m.- 9:20 a.m.	S. PORCH	Roundtable III: Contributed Papers
9:30 a.m.-10:20 a.m.	VIRGINIA	Panel: Minority Enrollment Management
	COLONIAL	Panel: More Planning at Less Cost
	BALLROOM	Paper Session: Models for Studying Student Retention
10:30 a.m.-12:00 noon	BALLROOM	Theme Panel: The Self-Study Process-- James Rogers of SACS and Melodie Christal of NCHEMS
1:00 p.m.- 9:00 p.m.		Williamsburg Tour-- Special Event

PARTICIPANTS SECTION

Professional Development Opportunity

FUTURES RFESEARCH AND THE STRATEGIC PLANNING PROCESS

Presenter: James L. Morrison

Pre-Conference Workshops

1. **DEVELOPING EFFECTIVE INSTITUTIONAL RESEARCH AND PLANNING SKILLS FOR THE NEWCOMERS IN COMMUNITY/TECHNICAL COLLEGES AND FOUR-YEAR INSTITUTIONS**

   Presenters: Dianna B. Morris
   Ruth Ann Cook
   Nellie T. Hardy

2. **USING MICROCOMPUTER SOFTWARE IN RESPONSE SITUATIONS**

   Presenter: Robert I. Lewis II

3. **I.R. TOOLS FOR STRATEGIC PLANNING - PART I: Nominal Group Technique**

   Presenter: Kathleen K. Bissonnette

4. **FINANCIAL PLANNING AND BUDGETING**

   Presenters: Marcia Bromberg
   Nancy McDuff

5. **NSF SURVEY OF ACADEMIC SCIENCE/ENGINEERING RESOURCES**

   Presenters: Marge Machen
   Ester Gist

6. **COMPUTING AND INFORMATION PROCESSING: A Little History, A Few Trends, Some Things to Watch**

   Presenter: E. Michael Staman

State Association Meetings (Thursday, 7:30 a.m. - 8:30 a.m.)

1. **ALABAMA** - Convener: John Porter

2. **ARKANSAS** - Convener: Mary Alyce Orahood

3. **GEORGIA** - Convener: Larry G. Jones

4. NORTH CAROLINA - Conveners: Nellie Hardy, Leonard Ballou

5. SCUP-SOUTH CENTRAL - Convener: Robert I. Lewis

Roundtable Session I (Thursday, 8:40 a.m. - 9:20 a.m.)

1. DEALING WITH DIRTY DATA: SOME REFLECTIONS ON VALIDITY, RELIABILITY AND MISSING DATA (12.a)

Presenter: Gerald H. Lunney

2. PLANNING A UNIVERSITY'S RESPONSE TO THE INCREASING DEMAND FOR CONTINUING EDUCATION: THE ROLE OF INSTITUTIONAL RESEARCH (7.a)

Presenter: James C. Sadler, Jr.

3. GENERALIZABILITY THEORY: SAMPLE DESIGN AND STATISTICAL ANALYSIS TECHNIQUES FOR PRACTICAL USE IN FACULTY EVALUATION (2.d)

Presenter: Amos O. Olagunju

4. SURVEY RESEARCH AND GRANT ADMINISTRATION MADE EASY: HOW TO TURN A MOUNTAIN OF PAPER INTO A FEW KEYSTROKES (12.c)

Presenters: Joseph L. Marks
Ann H. Carter
Hugh D. Spitler

5. ACADEMIC AND PSYCHOSOCIAL FACTORS RELATED TO THE MATHEMATICS PERFORMANCE OF BLACK COLLEGE STUDENTS IN THE SOUTH (6)

Presenters: Robert C. Johnson
Harold Lundy
Thomas MacAlpine

6. REVITALIZATION OF AN EXISTING LONG RANGE PLANNING SYSTEM: A CASE STUDY--NORFOLK STATE UNIVERSITY (7.a)

Presenters: Maxine B. Allen
Dan Joslyn

7. THE MEASUREMENT OF EXCELLENCE IN FLORIDA'S STATE UNIVERSITY SYSTEM: THE SNIPE OF THE 80'S (8)

Presenter: Mary K. Robinson

8. QUALITY CIRCLES: THEY CAN WORK IN HIGHER EDUCATION (7.c)

Presenter: Dan Ruff

9. THE CHANGING STATUS OF THE TRADITIONALLY BLACK COLLEGES AND UNIVERSITIES (1.a)

Presenter: Susan T. Hill

Concurrent Sessions (Thursday, 9:30 a.m. - 10:20 a.m.)

1. COSTS AND FISCAL POLICY (Paper Session)

Convener: Jacqueline Skubal

Presenters:

John M. Cooper - "Influencing State Fiscal Policy: Assessing State-Level Funding Formulas" (10.b)

Wayland Winstead and Mary Ann Moore - "The Rising Cost of Education at Public Universities: Fact or Fiction (10.c)

2. ENROLLMENT PROJECTIONS: DIFFERING PERSPECTIVES ON THEIR USE IN ENROLLMENT MANAGEMENT (Panel Session) (5.a)

Moderator: James W. Pierce

Panelists: Gary T. Barnes
Gerald W. McLaughlin, Jr.
Horace F. Griffitts
Karen M. Gentemann

3. THE SELF-STUDY PROCESS FOR ACCREDITATION: FOUR PERSPECTIVES (Panel Session) (4.d)

Moderator: William Fendley

Panelists: Marilyn K. Brown
Stephen D. Campbell
Timothy R. Sanford

Theme Panel (Thursday, 10:30 a.m. - 11:45 a.m.)

PRESIDENT'S THEME PANEL

Moderator: John W. Moore

Panelists: Harrison B. Wilson
George B. Pass
James R. Bergdoll
Joseph M. Marchello

Luncheon and Keynote Address (Thursday, 12:00 noon - 1:30 p.m.)

Keynote Speaker: Charles H. Karelis

Concurrent Sessions (Thursday, 1:40 p.m. - 2:30 p.m.)

1. TOOLS FOR INSTITUTIONAL RESEARCH (Paper Session)

Convener: Ruth Ann Cook

Presenters:

Daina Paupe Schoppert - "Institutional Research as a Proactive Force: Issues, Strategies and Obstacles" (12.a)

Deborah M. DiCroce and Lisa S. Kleiman - "The Institutional Self-Study Process and the Role of Institutional Research" (4.d)

Delores Buford - "Focus Groups: A Tool for Institutional Research" (5.b)

2. THE USE OF INSTITUTIONAL DATA TO INCREASE MINORITY PRESENCE AND SUCCESS (Panel Session) (5.e)

Moderator: Larry G. Jones

Panelists: Brenda H. Rogers
Timothy R. Sanford
Karen Gentemann

3. ACCOUNTING FOR EXTERNAL FORCES IN INSTITUTIONAL PLANNING PROCESSES (Panel Session) (7.a)

Moderator: E. Raymond Hackett

Panelists: James L. Morrison
Gary T. Barnes
Hugo Hodgin
Ralph M. Byers

Concurrent Sessions (Thursday, 2:40 p.m. - 3:30 p.m.)

1. IMPLEMENTING AN INSTITUTIONAL PLANNING PROCESS: FROM CONTROVERSY TO COMMUNICATION (Panel Session) (7.a)

Moderator: W. Donald Crump

Panelists: Harry J. Knopke
Robert E. Comas
Brenda L. Burns

2. STUDENT RETENTION (Paper Session)

Convener: Dennis Hengstler

Presenters:

Bruce I. Mallette - "Retention and the Freshman Year Experience" (5.d)

Haskin R. Pounds and Wanda K. Cheek - "Planning for Student Retention in a Public System of Higher Education" (5.d)

3. PLANNING, PME AND SIS (Paper Session)

Convener: Denise Mahone

Presenters:

Dan Ruff - "Toward an Effective Planning-Management-Evaluation System: A Community College Case Study" (7.a)

James C. Sadler, Jr. - "Organizing and Conducting a University Planning Process: The Role of Institutional Research" (7.a)

Thomas E. Gusler - "Selecting and Installing an Integrated Student Information System: Some Points to Keep in Mind" (12.d)

Roundtable Session II (Thursday, 3:40 p.m. - 4:30 p.m.)

1. SOUTHERN UNIVERSITY GROUP NON-TRADITIONAL STUDENT RECRUITMENT QUESTIONNAIRE (5.b)

Presenter: Carolyn V. Boyles

2. A STUDY OF THE ATTITUDES OF AREA HIGH SCHOOL STUDENTS TOWARD ATTENDING COLLEGE AND THEIR PERCEPTIONS OF AND WILLINGNESS TO ATTEND SOUTH CAROLINA STATE COLLEGE (1.b)

Presenters: Jacqueline M. Skubal
James A. Jorden Jr.

3. BLACK PARTICIPATION IN UNDERGRADUATE EDUCATION: THE 1980s, CRITICAL TRANSITION YEARS (1.c)

Presenters: Joseph L. Marks

4. ARE LOW INTEREST LOANS FROM THE COLLEGE HOUSING PROGRAM A GOOD FINANCIAL DECISION? (10.c)

Presenters: Wayland H. Winstead
Jeffery A. Perry
Philip B. Sheldon

5. THE RADICAL LIBERAL STATISTICAL MANIFESTO (12.b)

Presenter: Gerald H. Lunney

6. RESPONDING TO EVOLVING FUNDING PATTERNS: DEVELOPING A DECISION SUPPORT SYSTEM FOR FISCAL PLANNING (9.a)

Presenter: James C. Sadler, Jr.

7. EFFECTIVE UTILIZATION OF INDIRECT COSTS RECOVERED: ISSUES AND INNOVATIONS (8)

Presenter: Annie R. Hayes

8. PLANNING FOR HIGHER EDUCATION OPTIONS FOR DEAF STUDENTS (1.c)

Presenters: Haskin R. Pounds
Wanda K. Cheek

9. A STUDY OF FOREIGN LANGUAGE ADMISSION REQUIREMENTS AT NCHEMS 1A UNIVERSITIES (5.B)

Presenters: Carolyn L. Robinson
Sarah B. Lindquist
Philip B. Sheldon

Special Interest Groups (Thursday, 4:45 p.m. - 5:30 p.m.)

1. SCUP SOUTHEAST - Convener: Haskin Pounds

2. SCUP SOUTHEAST - Convener: Lee Elwood

3. TRADITIONALLLY BLACK COLLEGES AND UNIVERSITIES

Convener: Robert I. Lewis

Roundtable Session III (Friday, 8:40 a.m. - 9:20 a.m.)

1. ASSESSING THE RESIDENCE HALL ENVIRONMENT TO IMPROVE STAFF DEVELOPMENT AND PROGRAM EFFECTIVENESS (11)

Presenters: Bruce I. Mallette
Cynthia P. Bonner

2. EVALUATION OF A PUBLIC, TRADITIONALLY WHITE INSTITUTION'S EFFORTS TO ATTRACT, RETAIN AND DEVELOP MINORITY FACULTY AND STAFF (2.a)

Presenters: W. Curtis Spikes
Jerry Hardee

3. A DATA ANALYSIS OF THE MINORITY RETENTION PROGRAM FOR UNDECLARED MAJORS: A COMPONENT OF V-TASP (5.d)

Presenters: Joyce Williams-Green
Bernard Harriston

4. WHY DID STUDENTS WITHDRAW FROM COURSES IN WINTER 1985? (5.d)

Presenter: Henry M. Doan

5. CURRICULUM MANAGEMENT: A RETROSPECTIVE ANALYSIS OF A TIMELY IDEA (3)

Presenters: Larry G. Jones
Fred H. Wise

6. PUBLIC TWO-YEAR COLLEGES AND THE IMPROVEMENT OF UNDERGRADUATE EDUCATION IN THE SOUTH (8)

Presenter: Joseph L. Marks

7. A METHOD TO INCORPORATE MULTIPLIER EFFECTS INTO ECONOMIC IMPACT ASSESSMENTS OF HIGHER EDUCATION INSTITUTIONS (12.c)

Presenter: Peggy S. YI

8. DIF: A RECORD STRUCTURE FOR INTER-INSTITUTIONAL DATA EXCHANGE (12.d)

Presenter: Allan M. Bloom

9. A CLOSER LOOK AT COST BEHAVIOR PATTERNS AND THE IMPLEMENTATION OF NEW PROGRAMS (7.a)

Presenter: Harold W. Lundy

Concurrent Sessions (Friday, 9:30 a.m. - 10:20 a.m.)

1. MINORITY ENROLLMENT MANAGEMENT: A VERTICAL SLICE (Panel Session) (5.d)

Moderator: Gerald W. McLaughlin, Jr.

Panelists: Joyce F. Williams-Green
Jennifer Alexander-Terry
James A. McLean

2. MORE PLANNING AND LESS COSTS: A TEAM APPROACH FOR COLLEGES WITHOUT A FULL-TIME PLANNING STAFF (7.c)

Moderator: Terri Issac

Panelists: William P. Jackameit
Harold J. McGee

3. MODELS FOR STUDYING STUDENT RETENTION (Paper Session)

Convener: James Pierce

Presenters:

Michael Yost, Jr. and Sheila Wood - "Computer Modeling for Undergraduate Enrollment" (5.e)

Brenda H. Rogers and Karin L. Wolfe - "Comparison of Four- and Five-Year Graduation Rates Across College Majors" (5.d)

Theme Panel "The Self-Study Process" (Friday, 10:30 a.m. - 12:00 noon)

Moderator: Richard D. Howard

Panelists: James Rogers
Melodie Christal

THEME SECTION

KEYNOTE ADDRESS

Dr. Charles H. Karelis

Special Assistant to the
Secretary of Education
and
Liason to Postsecondary Education

I am delighted to be here at the annual conference of the Southern Association for Institutional Research. It's appropriate that I should be speaking to you on Halloween, because I am clothed in what is for me full costume. My usual is the sloppy tweeds of a college philosophy teacher; not the pin stripes of an Education Department bureaucrat. But I'm afraid it's not a very good costume -- this... the puzzled philosopher underneath tends to show through pretty quickly.

The unit of which I've just become director is the Fund for the Improvement of Postsecondary Education, known as FIPSE to its many friends around the country. FIPSE is known for having the longest title and the smallest budget of any government agency. It's a grant-making agency with $12.7 million in the kitty and a very broad mandate: to make grants to institutions for the improvement of postsecondary education. Actually the mandate is a bit more specific than that, but the basic idea of FIPSE has always been to supply guidelines for applicants, not hard-and-fast criteria. We do have a view of the postsecondary agenda, in other words, but we don't presume that our view is definitive. Indeed many of the best proposals in past years have dealt with issues not recognized as important by the Fund up to that point. So we always welcome applications which go beyond our guidelines, or which address more than one of our guidelines simultaneously.

Having said that, let me talk a bit about what our guidelines are for this coming year's competition. These guidelines aren't settled quite yet; but I don't think I'll get in trouble if I describe what's under discussion.

I'll briefly mention eight issues, then, that strike us as specially pressing. One of these, as you'll see, is relevant to the work of the members of this group; and I'm hoping we may even see proposals from some of you.

The first item on the agenda is curricular reform. We worry, along with the authors of various national reports -- including Secretary Bennett -- the college curricula in America are in disarray. The average college curriculum seems to have become a hodge-podge. It fails to reflect the collective wisdom of the school's faculty about the aims of a college education. It fails to express the faculty's collective judgment about the knowledge which is needed by an educated citizen of a modern western democracy. What it does reflect is

a compromise -- a compromise whereby specialists leave each other alone to teach whatever they want. And "whatever they want" usually turns out to be very close to their own special research areas. Our sense is that it's time for faculties to sit down together, think out what it is that makes a productive and morally autonomous citizen, and to realize their conclusions in program terms.

If I might dwell on this one a minute longer, there are reasons to suspect that these discussions are often going to lead back to good old Western civilization, back to the exemplary lives, and ideas, and documents that contribute to the Western cultural tradition. I'll mention just a couple of these reasons: First, cultural literacy. Subtle communication between citizens seems to presuppose a great deal of common cultural ground. Even the communication of disagreement and dissent seems to presuppose a backdrop of shared reference points. Without such a backdrop people hear each other, but they hear each other without understanding each other. In this sense the failure of curricula to bring our common culture to some of the newer and less-traditional clienteles of postsecondary education is specially disturbing. In other words, a well-meant tilt toward cultural pluralism may actually be limiting the participation of these new clienteles in public dialogue. A second point I'd make in favor of good old Western civilization is that students will never attain the kind of grasp of their own society which befits citizens unless they understand the roots of that society.

The second item on our agenda is ensuring that recent increases in access to higher education are made meaningful by improving retention and completion rates, without, of course, compromising program quality. The third agenda item is improving undergraduate education... which gets us into your area of expertise -- improving the quality of undergraduate education through program assessment and comparison. You may have seen reports of Secretary Bennett's recent speech on assessment and comparison. Actually he's interested in it from two angles -- he's interested in it as a diagnostic tool for program improvement and as a source of information for consumers -- for prospective students trying to choose between schools. Obviously people do want consumer information pretty badly -- badly enough to read those awful college guides -- which are so often subjective and inaccurate as you probably know. The question is whether people can be given something better.

There are widely voiced worries about assessment, and especially about comparative assessment -- and these need to be acknowledged. One worry is measurement. Everybody's interested in value added, of course, not just in outcomes. What's to be compared is not the intellectual stature of college X's seniors and college Y's seniors on graduation day; but how much the two groups have grown... But value added is hard to measure. To take just one problem, bright students may learn a great deal without having been taught much at all. So the colleges they attend may get credit for changes and growth that have little to do with the quality of the students themselves. There's a big value differential alright, but it's not value added by the institution. Second, there's the concern that comparative testing could tend to homogenize the educational objectives of programs and schools, as faculty "teach to the best". The people who worry about homogenerity are ready to grant that uniform standards are appropriate for the study of say, French grammar, or diffirential cultures, but what about subjects like history and philosophy, they worry where educational objectives are traditionally, and perhaps even

essentially, open to debate? How can comparative assessment make any sense under these conditions?

Here, then, are some of the questions being asked about comparative assessment. The temptation for colleges to let the discussion end there is pretty plain. Nobody likes to take the risk of winding up as Brand X; but the danger on the other side, is that if comparative assessment doesn't get done professionally, from the inside, it will get done amateurishly, from the outside. The public demand will not go unsatisfied. So I suggest that institutional researchers need to think constructively about overcoming the sorts of obstacles I've mentioned.

Let me move on before I make my ignorance about institutional research too obvious and tell you quickly about FIPSE's other funding guidelines. I've mentioned 1) curriculum reform, 2) making access meaningful, and 3) improving undergraduate education -- through assessment and other means. Some of the other means, while we're on #3, are raising academic standards, strengthening the liberal arts component of undergraduate professional programs, and rewarding good teaching. Each of these is a field unto itself, of course, and I regret there isn't time to solicit your wisdom today on each.

Briefly, then, the fourth heading under which FIPSE will be inviting proposals is the reform of school teacher education - reform by such means as easing certification requirements for able people, increasing mastery of the subjects to be taught, ensuring that prospective teachers have a solid grounding in the liberal arts and attracting more people of real intellectual ability to the field.

Our fifth agenda item is the performing of graduate education by fostering the teaching skills of Ph.D. candidates bound for careers in teaching; and by broadening the social and ethnic perspectives of graduate student generally.

Sixth is faculty and administration development.

Seventh, providing education for a changing economy by serving displaced workers and others who need to upgrade their skills.

Eighth, and last FIPSE combines its traditional interest in the development of educational uses of technology, including computers, television, and other electronic media...maybe that means overhead projectors and P.A. systems, I'm not sure. (But I don't think so.)

PANEL

Four Perspectives On The Role Of Institutional Research And Planning In Meeting External Demands

Moderator
Dr. John E. Moore
Executive Vice-President
Old Dominion University

Panelists

Dr. Harrison B. Wilson
President, Norfolk State University

Dr. George B. Pass
President, Tidewater Community College

Mr. James R. Bergdoll
Vice-President for College Relations, Virginia Wesleyan College

Dr. Joseph M. Marchello
President, Old Dominion University

Institutional research plays a vital role in gathering information for planning on the institutional level. This panel of administrators representing a variety of types of higher education institutions presented their ideas and experiences concerning the working relationship of chief executives and institutional offices of research and planning.

Dr. Harrison B. Wilson, President of Norfolk State University, identified five external forces that affect institutions and discussed the importance of developing data sub-systems to monitor each force. 1) The demographic force calls for the most purely statistical assessment of data including age, sex, race, socioeconomic status, income, and geography. 2) Colleges and universities react to all levels of governmental forces. Institutions must build information sub-systems that will effectively monitor legislation. Such data can also help administrators anticipate shifts in policy. 3) The budget process for any given institution should address the economic force. 4) Other colleges and universities and training programs in the private sector are powerful competitive forces, and institutions must have means of monitoring their effectiveness. 5) Finally, technological forces, from the media to computers, have an impact on all of the other forces. The rapid changes in computer technology is an especially important force to monitor continually.

In using the expertise of the institutional research staff, college and university administrators are able to take advantage of the most complete data collections about external forces. Institutional researchers must build systems and models to help predict the impact of these forces. Pulling together a team of experts from various parts of the institution will help the

institutional researcher to better coordinate the data. Teamwork and complete data will give the institution a strategic edge.

The impact of external forces on an institution really means the impact on students. An institution must prepare its students to meet the very forces that are so important to monitor during planning.

Noting that the southeastern United States has in the past 20 years begun to build and develop community colleges, Dr. George B. Pass, President of Tidewater Community College, used his institution as an example of the importance of institutional research in the two-year college setting. If the institutions themselves are fairly young, the offices of institutional research in community colleges are younger, having existed as an entity for about ten years. Administrators originally saw institutional research offices as "one of those things we'd like to have but can't afford," where now these entities are part of the campus administration. These offices are now proactive, its activity as important to management as a learning resource center is to teaching.

Institutional research is important not only in the gathering of information for strategic planning and evaluation, but also in the implementation of resulting recommendations. Using institutional research personnel, the college conducted a massive needs assessment throughout the service area. The responses to the survey resulted in program streamlining. Without institutional research and its technical expertise, the project would not have had the wealth of information needed to make the necessary decisions.

Small liberal arts colleges, according to Mr. James R. Bergdoll, Vice President for College Relations at Virginia Weslayan College, have not traditionally seen separate offices of institutional research as necessities, but as a "luxuries." Colleges and universities, however, are feeling the increasing demands of accountability from many areas, and institutional research has an important gap to fill in meeting the data needs associated with accountability. These pressures may come from accrediting agencies, government agencies, and other groups. The red tape involved in much of the proof of accountability can be overwhelming and time wasting, and Mr. Bergdoll challenged the members to speak out on such issues of standardization of accrediting studies.

Other areas of accountability involve fund-raising and grant allocations where well-conceived and documented project ideas are increasingly necessary. The media also insists on institutional accountability by putting institutions in the public eye. Finally, accurate and useable enrollment trend information and economic conditions data are vital to any institution and one of the most important areas institutional research needs to concentrate on.

Dr. Joseph M. Marchello, President of Old Dominion University, remarked on the importance of having a plan and objectives, especially in these times when there are more career-training needs and economic development demands than ever.

Wrapping up the remarks, Dr. John Moore stated that the most significant long-range demographic trend may be the increasing pluralism of this society. Campus administrations must, with the input of institutional research, prepare students to live in the 21st century that will be characterized by ethnic, racial, and social diversity never before found in society.

PANEL

The Self-Study Process

Moderator
Dr. Richard D. Howard
Director of Institutional Research
North Carolina State University

Panelists

Dr. James Rogers
Executive Director
Southern Association of Colleges and Schools

Ms. Melodie Christal
Director of Administration
National Center for Higher Education Management Systems

The panelists discussed the impact of the recently adopted Criteria for Accreditation of the Southern Association of Colleges and Schools (SACS) and the coordination of data categories and definition for professional accrediting agencies recently proposed by the Council on Postsecondary Accreditation.

TOPIC SECTION

1.a STUDENT CHARACTERISTICS: NATIONAL STUDIES

The Changing Status of the Traditionally Black Colleges and Universities

Susan T. Hill

The traditionally black institutions (TBI's) are unique in their historical and continuing role to provide higher education for black youth. Many sectors of the education enterprise are interested in what has been happening at these institutions. The presentation overviewed the changing status of the black colleges in enrollment, degree awards and curriculum, finance and student aid, faculty, and the role black colleges play in the higher education of blacks.

1.b STUDENT CHARACTERISTICS: STATEWIDE HIGH SCHOOL AND COLLEGE

A Study of the Attitudes of Area High School Students Toward Attending College and Their Perceptions of and Willingness to Attend South Carolina State College

Jacqueline M. Skubal
James A. Jordan, Jr.

The purpose of the study was to develop a base of information upon which to build a strategy for recruiting both white and black students to the historically black college. In order to accomplish this purpose three goals were identified: 1)to assess the prevailing attitudes of high school students toward attending a college or university; 2)to determine what attitudes existed among high school students toward the specific college; and 3)to determine whether or not students would consider enrolling at the college involved in the study.

The resulting survey involved tenth, eleventh and twelfth grade students at fifteen public high schools and seven private academies in the South Carolina State College service area. Thirty hypotheses were developed for testing. The data were analyzed using a Chi-square statistic, a correlation technique, and a multiple linear regression technique.

1.c STUDENT CHARACTERISTICS: STUDENT GROWTH/NEEDS

Planning for Higher Education Options for Deaf Students

Haskin R. Pounds
Wanda K. Cheek

From a higher education standpoint, the deaf population may well be the most underserved special needs group in many states. This paper summarizes the work of a study committee charged with conducting a study of postsecondary higher education needs of Georgia's deaf citizens and suggest ways the public institutions in the state should

respond. A major problem encountered in conducting the study was the limited availability of data. It was determined that there was a need for extended higher education and vocational technical programs, but the pool of students who could function at the college level was not sufficient to support a postsecondary institution for deaf students. Instead, the committee recommended that the identified need be met through existing hearing impaired programs at two "hearing" institutions and with proposed applications at other hearing institutions in underserved areas of the state. Other topics include special problems in educating deaf students, program costs, and the need for teacher education programs to prepare teachers of deaf students.

Black Participation in Undergraduate Education: The 1980s, Critical Transition Years

Joseph L. Marks

This report examines the changes in the black college-eligible population and in the availability, amounts, and distribution of student financial aid that affect black undergraduate enrollment. From this examination, the improvement in the high school completion rates of blacks, the improvement of the college-going rates of black high school graduates, the improvement in the retention of black college students, and the improvement in the availability of information to prospective black students about the range and scope of financial aid programs, emerge as key targets for state policy action. The report closes with an examination of the relationships between academic preparation, access, and retention. This latter examination identifies the strategy of improving academic preparation as a means of achieving the targets in a manner that reinforces the compatibility of the goals of access and quality. Indeed, quality improvement means access with excellence.

1.d STUDENT CHARACTERISTICS: ALUMNI None

2.a FACULTY AND STAFF: OVERVIEW

Evaluation of a Public, Traditionally White Institution's Efforts to Attract, Retain and Develop Minority Faculty and Staff

W. Curtis Spikes
Jerry Hardee

The fact that blacks are not represented in higher education in significant numbers continues to be a concern. This paper examines the approaches used by a traditionally white institution while facing the challenges involved in developing an effective affirmative action program. In a time of low academic employment, high retrenchment and decreased funding, progress that exemplifies fair recruitment, employment and retention of black faculty and staff is noteworthy. This institution employs 148 faculty and is one of 33 institutions in a university system of higher education.

2.b FACULTY AND STAFF: SALARY None

2.c FACULTY AND STAFF: EFFECTIVENESS

Generalizability Theory: Sample Design and Statistical Analysis Techniques for Practical Use in Faculty Evaluation

Amos O. Olagunju

Generalized ability theory is a general framework which decomposes an observed score into the universe score and error scores corresponding to multiple, independent sources of error variation. This paper discusses sample design and statistical analysis techniques of generalizability procedures that (1) provide estimates of the components of variance, and (2) allow assessment of several reliability issues including: (a) Are students similar or different in the overall severity of their ratings of instructors' effectiveness? (b) Are students similar or different in their severity on rating instructors on specific items? (c) Do instructors' teaching effectiveness true scores vary as obtained from the assessment instrument? (d) Is there instructor-by-evaluation item-by-student interaction that may possibly confound error variance and the highest level of interaction? (e) Is the particular set of evaluation items a very potent determiner of the score that a given instructor will achieve?

This paper presents some general multifacet models in which the evaluation items facet and the student raters facet are considered when (i) both facets are fixed, (ii) both facets are random, and (iii) one facet is fixed and the other facet is random. The practical use of each model and the meaning of various estimates of the components of variance are discussed.

3. CURRICULUM AND INSTRUCTION (TEACHING AND LEANING)

Curriculum Management: A Retrospective Analysis of a Timely Idea

Larry G. Jones
Fred H. Wise

Ten years ago, an information system to support curriculum management decision making was designed and developed at a major southern university. Funded by the Ford Foundation, the Curriculum Management Project was intended to focus on a more efficient and effective curriculum as a means of confronting the envisioned financial crisis in higher education.

The purpose of this presentation is to review the findings and recommendations of the Curriculum Management Project and to determine their relevancy for 1985. Special consideration is given to the Project recommendations that have been implemented, the reasons some Project activities have not been implemented, and new developments which may facilitate reconsideration and implementation of other Project programs. While the examples are institution specific, the concepts and principles of the Curriculum Management Project are universally applicable.

4.a PROGRAM EVALUATION: STATE LEVEL None

4.b PROGRAM EVALUATION: INSTITUTIONAL

The Reality of Program Objectives

Michael T. McCord

It is not new to require proposals for establishing academic programs to include a variety of criteria which will be met over a projected time period, usually three to five years. These criteria usually include resources needed, enrollment projected, faculty to be added, institutional expenditures in terms of library facilities, the involvement of other programs or courses of study offered by other departments and so on. Sometimes these proposals undergo a good bit of scrutiny prior to their acceptance. The purpose of the paper is the examination of the program after it has been approved and has been implemented over a three to five year period of time. This paper presents a preliminary analysis of program objectives during the time frame for which criteria was established. The data consists of programs which had been approved three and five years previously within a statewide system of higher education. The programs analyzed existed at a variety of institutions--two-year, four-year, and university level. The findings are presented in a descriptive format without direct implications or analysis of causes and influences which intervened during the period of time after the approval of the proposal. Suggestions for preparing proposals of new academic programs in a more realistic fashion are made with an emphasis upon creating an open acknowledgement of variations that can occur in projections during a period of time.

4.c PROGRAM EVALUATION: DISCONTINUANCE None

4.d PROGRAM EVALUATION: SELF STUDIES

The Self-Study Process for Accreditation: Four Perspectives

William Fendley, Moderator

Panelists:
Marilyn K. Brown, Stephen D. Campbell, Timothy R. Sanford

The purpose of this panel was to provide several viewpoints on the self-study process required for accreditation/reaccreditation. Each institutional panelist presented a view based on their institution's most current experience with the process. The three institutions represented three different stages of the process--completion, "in-the-process", and initiation.

The Institutional Self-Study Process and the Role of Institutional Research

Deborah M. DiCroce
Lisa S. Kleiman

The Institutional Self-Study process of the Commission on Colleges, Southern Association of Colleges and Schools, is designed to improve the educational

effectiveness of higher education institutions. Based on the recent experiences of the authors with the self-study process, the purpose of this presentation is to review the self-study process in general and highlight the special involvement of the Office of Institutional Research in particular. In so doing, the authors offer institutions preparing to begin the process tested practical advice on such matters as preliminary planning and data gathering; committee selection, makeup, and responsibilities; calendar, organizational structure, and communication system; data collection and survey procedures; budget and resources; and report format and style.

5.a ENROLLMENT MANAGEMENT: OVERVIEW

Enrollment Projections: Differing Perspectives on Their Use in Enrollment Management

James W. Pierce, Moderator

Panelists:
Gary T. Barnes, Gerald W. McLaughlin Jr.
Horace F. Griffitts, Karen M. Gentemann

This panel compared and contrasted some philosophical and technical approaches that four post-secondary educational institutions have taken toward the enrollment projection tool of enrollment management during this period of uncertainty. The panel members examined enrollment projections from the viewpoints of a state university system, a community college system, an institution which was forced to decline students because of an enrollment ceiling, and an institution which had a predominantly black student body. Because of the differences among these four, each looked at the enrollment projection aspect of enrollment management somewhat differently, although the technical components are probably much the same. It was these differences in each one's environment that were emphasized and discussed in hopes of demonstrating how differing external forces affect the ways various institutions develop and use their enrollment projection tools.

5.b ENROLLMENT MANAGEMENT: MARKETING/ADMISSIONS

Southern University Group Non-Traditional Student Recruitment Questionnaire

Carolyn V. Boyles

Of high school graduates, both past and predicted, numerous authors have written about the decline and its effects on recruitment in higher education. General agreement exists that institutions should look to the recruitment of older non-traditional age students and part-time students.

A questionnaire on the methodology of recruitment was sent to the 26 schools comprising the Southern University Group (SUG) in March 1984 to examine the specific programs, both proposed and already in use, for recruitment of non-traditional age students. The questionnaire also examined the age groups being specifically recruited by each school in addition to high school graduates and the promotional marketing techniques employed to publicize these programs. The non-traditional age student enrollment, as a percent of total enrollment at each school in 1977, 1980, and 1983, was analyzed to examine the

possible relationship between the availability and marketing of these programs and the change in non-traditional age student enrollment over time. This paper summarizes and analyzes the results of the questionnaires.

A Study of Foreign Language Admissions Requirements at NCHEMS 1A Universities

Carolyn L. Robinson
Sarah B. Lindquist
Philip B. Sheldon

The renewed attention to foreign language education follows nearly two decades of declining emphasis on languages in post-secondary institutions. To assess the response of major four-year public institutions to this national call for renewed emphasis in foreign languages, a study was conducted of foreign language entrance requirements at the universities in the NCHEMS 1A classification. Admission policies with respect to foreign language requirements were shown to vary widely within this group of universities. This paper summarizes the admission policies concerning foreign language at the 57 universities surveyed and discusses the results with respect to the national trend.

Focus Groups: A Tool For Institutional Researchers

Delores Buford

No external force has received more attention than our changing demography and its impact on enrollment. This study chronicles the efforts of a small liberal arts school to control its enrollment by understanding its "image" and developing recruiting efforts appropriate to the market segments it wants to attract.

The paper includes a definition and the characteristics of the focus group interview as a research technique. Comparison is made between commercial market research and academic market research. Focus groups are described as they were used at the site as a part of a market research agenda. The school has a grant from the Consortium for the Advancement of Private Education (CAPHE) to develop a model program in marketing which can air this college and other similar institutions in articulating the values and benefits of liberal arts colleges to students and their parents. Formative evaluation is made of the use of focus groups as a process and as an outcome. A summative evaluation and a dissemination conference are planned at the end of the grant period.

5.c ENROLLMENT MANAGEMENT: FINANCIAL AID None

5.d ENROLLMENT MANAGEMENT: RETENTION

A Data Analysis of the Minority Retention Program for Undeclared Majors: A Component of V-TASP

Bernard Harriston
Joyce Williams-Green

A need for better respresentation of black students in the Commonwealth of Virginia's higher education student population has resulted in Virginia Tech more actively recruiting black students. Often, these students have either low SAT scores and/or low class rank, and as a group, reduced degree completion rates. Consequently Virginia Tech began the V-TASP concept to provide more academic support services to black students to ensure their academic success.

The long range goal of the V-TASP is to provide academic services for all freshmen who fall within a defined category of "high risk". However, the current purpose of V-TASP is to provide academic support services via peer counselling, counselling service, tutoring, study skills, academic advising, faculty development, and a special learning to learn course, for black entering freshmen.

One of the major features of V-TASP is the Academic Advising Component. The College of Arts and Sciences operates the largest such component. This paper investigates the effect of academic advising on undeclared minority freshmen in the College of Arts and Sciences.

Minority Enrollment Management: A Vertical Slice

Gerald W. McLaughlin Jr., Moderator

Panelists:
James A. McLean, Joyce Williams-Green, Jennifer Alexander-Terry

Enrollment of minority students has become an increasingly important issue for many institutions. This panel explored minority enrollment management within the context of a statewide perspective.

Statewide goals were placed with their political context and procedures for pursuing them were discussed. The institutional perspective requires the meshing of local and state level activities. The coordinator must balance the character of the institution with state needs and student requirements in a series of programs which cover the academic year. The summer transition program starts the process of bringing the student into the minority support system. Statistics prove that progress is being made with the coordination of the efforts but much remains to be done.

Why Did Students Withdraw from Courses in Winter 1985?

Henry M. Doan

As a response to the college community's quest for information to understand why students drop courses, the Winter 1985 Withdrawal Survey attempted to capture the total

population of withdrawing students who dropped courses prior to the last date to drop without grade penalty. The primary goal of the survey was to determine the reasons, other than class cancellation, why students dropped courses, and to support the college efforts to understand the problem of student attrition. The survey also was considered as supplementary to the retention study, an ongoing activity within the Office of Institutional Research.

Retention and the Freshman Year Experience

Bruce I. Mallette

The topic of student retention has become an increasingly important issue in higher education due to the projected decrease in the 18-24 year old population cohort. An improved understanding of factors related to retention can assist in program development and the creation of new approaches for increasing retention.

This paper examines freshman year perceptions and differences between returning and non-returning freshmen at North Carolina State University. Tinto's retention model and Pascarella and Terenzini's integration scale are used as a basis for this study. Twelve significant item differences and three scale differences were found in both gender and race comparisons of freshman perceptions. Comparisons among returning, non-returning, and academically suspended students found differences on four scales: peer-group interactions, interactions with faculty, academic and intellectual development, and institutional and goal commitments. Discriminant analysis demonstrated that scale scores were moderate to strong classifiers of returning and non-returning students.

Planning for Student Retention in a Public System of Higher Education

Haskin R. Pounds
Wanda K. Cheek

Although student retention has been a concern in higher education for many years, its importance has increased during this period of declining or stabilized enrollments. This paper summarizes the methods employed in the University System of Georgia (USG) to plan, implement, and administer a System-wide student retention study for the 33 public institutions which comprise the System. Also included is a preliminary analysis of one-year retention rates for full-time undergraduate students. Since data is available on students transferring to another USG institution, the retention rate is improved for each level of institution when these data are considered. A discussion of the successful retention methods that are currently operating at all or some of the 33 institutions is included.

This paper represents the first attempt at summarizing data from this project. Further data collection and analysis are planned since a longitudinal study to determine graduation rates is a second phase of the project.

Comparison of Four- and Five-Year Graduation Rates Across College Majors

Brenda H. Rogers
Karin L Wolfe

This paper examines the relationship of freshmen majors to their graduation in the same field, graduation in a different field, continuation, and withdrawal after four and five years. Included in the analyses are four cohorts (1977, 1978, 1979, 1980). The results show that freshmen enrolling in architecture and design programs are more likely to graduate than other majors, whereas freshmen enrolling in engineering programs tend to take five years to graduate. Beginning majors in computer science, health professions, letters, mathematics, and social sciences are likely to graduate in different disciplines. Low graduation rates are associated with the fields of public affairs, social sciences and letters.

5.e ENROLLMENT MANAGEMENT: MODELING

The Use of Institutional Data to Increase Minority Presence and Success

Larry G. Jones, Moderator

Panelists:
Brenda H. Rogers, Timothy R. Sanford, Karen Gentemann

This panel explored the recruitment and retention patterns of black and white freshman cohorts at three distinctly different institutions in the University of North Carolina System. The impetus for this analysis was institutional concern with increasing minority presence, heightened by the 1981 Consent Decree. This external force stimulated data collection and analysis efforts at the 16 institutions in the System. The panelists discussed a student flow model developed to monitor progress toward the goal of increased black enrollment at two predominantly white institutions and increased white enrollment at one predominantly black institution. The use of the data by administrators to examine admission, suspension, and graduation policies and to support new recruitment and retention programs was discussed.

Computer Modeling of Undergraduate Enrollment

Michael Yost, Jr.
Sheila Wood

This research begins with an examination of the number of students of each type who make up each class (Freshman, Sophomore, etc.) in each semester. These types of students include new freshmen, transfer students, continuing or returning students, and re-entering students. Also the number of students advancing from or leaving each class each semester is examined.

A forecasting model was built using Symphony. A template was developed and the enrollment for each type of student for each semester for six years was entered. Admissions data were also entered. Equations in the template calculated the passthrough proportions and admissions ratios. The proportions and ratios acted as the

foundation of conditional probabilities used for developing forecasts of enrollment and admissions for the next two years. The forecasting model was used for one and one-half years and was accurate to within 4% in predicting enrollment.

6. ACADEMIC PERFORMANCE

Academic and Psychosocial Factors Related to the Mathematics Performance of Black College Students in the South

Robert C. Johnson
Harold W. Lundy
Thomas MacAlpine

This study entails identifying and examining factors and variables related to participation and achievement in mathematics among black college students. These factors include social, psychological and academic variables. The ways in which these variables are associated with selecting mathematics courses and with achievement in mathematics are the focus of this study.

A number of hypotheses concerning differences between the two categories of mathematics-oriented and non-mathematics-oriented students were tested and discussed and policy implications for higher education, business and industry were drawn.

7.a PLANNING AND MANAGEMENT: PLANNING ANALYSIS

A Closer Look at Cost Behavior Patterns and the Implementation of New Programs

Harold W. Lundy

This paper focuses on projecting cost behavior for planning and decision-making. Administrators need to know what costs to anticipate under a variety of assumptions so that rational choices among alternatives can be made. An express purpose of the paper is to provide administrators with a basic understanding of how the following planning tools can be utilized to evaluate the economic consequences of implementing new programs: (1) Cost-Volume-Revenue Analysis, (2) Cost Behavior Analysis and Least Squares, (3) Differential Analysis (Incremental Revenue and Incremental Students). In carrying out the objective of this paper, the author uses a case study approach.

Accounting for External Forces in Institutional Planning Processes

E. Raymond Hackett, Moderator

Panelists:
James L. Morrison, Gary T. Barnes, Hugo Hodgin, Ralph M. Byers

The panel focused on the use of strategic, or external, information in the operational and long range planning cycles. Subjects discussed included: (1) a process for identifying points within the operational and long range planning cycles where strategic information can be used; (2) the collection and use of various kinds of

strategic information; and (3) problems in incorporating a strategic mindset into the planning and decision making processes at an institution. Also addressed were the issues of assessing both external and internal environments and the use of environmental scanning.

Revitalization of an Existing Long Range Planning System: A Case Study - Norfolk State University

Maxine B. Allen
Dan Joslyn

This paper, written from the standpoint of a director of change and a consultant acting as a change agent, depicts a fourteen month step-by-step process through which a university moves from a static to a dynamic planning system. The paper has an informal question and answer format which is easily readable while focusing more on the humanistic impact of behavioral change required in establishing a significantly different approach to planning than existed previously at Norfolk State University. The authors describe the existing conditions, evaluative operating assumptions, and establishment of a "management-track" to implement a workplan for creating the new planning model. Insights into what went wrong or what went right are provided as well as hints about avoiding the creation of a "paper-mill".

Key elements of the paper address design flexibility allowing the unique aspects of the Norfolk State Strategic Planning System to evolve rather than ". . . springing full grown from the head of Zeus". An innovative way to have the President advertise the planning system is described and the paper ends with ten specific recommendations applicable to other institutions.

Planning a University's Response to the Increasing Demand for Continuing Education: The Role of Institutional Research

James C. Sadler, Jr.

This paper examines the contribution of an office of institutional research to a university planning effort for a proposed continuing education center. The author has completed the following activities: outline a plan for data collection and analysis for a faculty planning committee, interview all directors of continuing education at this major research university, survey administrators of all academic units on campus, develop a market study, collect relevant studies and comparative information, and survey the faculty on important issues that emerge. The paper covers the following topics: (1) overview of current literature and research on the developing role of continuing education at universities, (2) identification of key issues that must be considered in developing a continuing education planning process, (3) the process and results of the specific study steps outlined above, and (4) conclusions and recommendations for other professionals who may have responsibility for conducting similar planning studies.

The planning study described represents an extensive examination of the role and mission of continuing education on a university campus, as well as specific planning for a potential center. It addresses a variety of skills and competencies that institutional researchers and planners must develop to conduct such studies.

Toward an Effective Planning-Management-Evaluation System: A Community College Case Study

Dan Ruff

This case study documents how a two-year public college revamped its planning system. The effort transformed a system that had been paper-intense and bureaucratic with mixed college-wide acceptance and little relevance. The revamped process has reduced paperwork while increasing acceptance and accountability. The process has been virtually self-maintaining at the decentralized level as departments manage, modify, and evaluate their own objectives.

The revamping of the institution's "plan to plan" began with an ad hoc strategic planning process. Strategic planning has recently been widely advocated as a potential innovation for higher education. This study documents its actual application in a higher education setting. The specific steps the institution took in its strategic planning process in comparative perspective to models in the literature are discussed. The Planning-Management-Evaluation system which emerged is analyzed in comparative perspective to the literature of both educational planning and its business planning antecedents. Finally, the emerging system is analyzed for actual versus intended outcomes. The summary will provide for similar institutions a useful "how to" model for adapting their institutional planning toward greater relevance.

Organizing and Conducting a University Planning Process: The Role of Institutional Research

James C. Sadler, Jr.

Any institutions of higher education planning to proactively address issues posed by external forces must obtain the involved, long-term contributions of a variety of individuals on the campus. At the university from which this paper originates, an Assistant to the Chancellor for Planning was appointed. This individual assembled the Chancellor's Advisory Committee for the Planning Process, a group of about 20 individuals including various vice-chancellors and prominent professors. While this group met monthly throughout the year, it fell to the author of this paper, as a member of the Office of Institutional Research, to plan various data-gathering processes for the planning effort. This paper outlines two studies conducted by the author for the planning effort: (1) a questionnaire rating 40 environmental inputs along the dimensions of direction of the trend (increase or decrease), impact of the trend on the University over the next five years, and ability of the University to influence the trend; (2) a comparative analysis of over 80 indicators of quality for a 12-campus peer group selected by the committee. The author reviews the categories and sources of information used in the study, giving particular attention to peer group analysis and the contributions this approach can make to long-range planning.

Implementing an Institutional Planning Process:
From Controversy to Communication

W. Donald Crump, Moderator

Panelists:
Harry J. Knopke, Robert E. Comas, Brenda L. Burns

This panel presented a case study of an institution which was characterized by dissension and distrust among faculty and university administrators. Little agreement existed between the faculty and the administration concerning the mission and priorities of the institution. No coordinated planning process was in place; no institutional goals were formulated; little communication existed among divisions; and funds were allocated on an incremental basis.

Coincident with the self-study for the Southern Association of Colleges and Schools accreditation review in 1982, the institution initiated a comprehensive five-year planning process. In 1985 the process was evaluated using an emergent naturalistic design and interviews were conducted with a random sample of faculty members and department heads as well as with all deans and vice-presidents. The purpose of this panel was to present the evolution of the change, key elements in the process, evaluation results, and implications for institutional planning.

7.b PLANNING AND MANAGEMENT: DATA BASES *None*

7.c PLANNING AND MANAGEMENT: MANAGEMENT

More Planning at Less Costs: A Team Approach for
Colleges without a Full-time Planning Staff

Terri Issac, Moderator

Panelists:
William P. Jackameit, Harold J. McGee

The panel discussed a proactive model for facilities planning and development at James Madison University which simultaneously responds to external pressure and makes minimum demands upon manpower and budgets. In facilities planning and development the charge of the chief executive officer at this institution is quite simple: "On Time, At Budget, No Problems." This is accomplished without the benefit of full-time staff for the facilities planning function. In lieu of this traditional pattern, an extensive system of committees and cooperation is used which has provided in the last fifteen years 64 new buildings and related facilities at a cost of $60 million. The process begins with enrollment and space analysis.

The Office of Planning and Analysis at James Madison University performs all of the functions which are typically associated with an institutional research office. Insofar as the broad area of planning is concerned, the office develops enrollment projections, is a major participant in the capital outlay planning process, and serves as a liaison with (and a resource to) the operating departments of the University. It is believed that having the same office maintain the facilities inventory, conduct the facilities utilization studies, and prepare the capital planning documentation puts the

office in the best position to accomplish the necessary interface between the three divergent aspects of the capital planning process. In recent years, the University has made significant strides in the areas of internal space management and departmental space planning. The key to that success lies in the existence of a written policy statement and a clearly defined division of labor.

The overall thrust of the University's approach to facilities planning is the participatory nature of the process. There is a general recognition of the coordinating role of the Office of Planning and Analysis and of the "team approach" which is taken towards space management and planning. There are six keys to success in an environment like that found at James Madison University: (1) use of central government's staff and expertise; (2) use of campus-based committees; (3) use of professional groups in consulting roles; (4) good communication on campus; (5) cooperation among on-campus resource groups; and (6) a decisive President with clearly articulated goals.

Quality Circles: They Can Work In Higher Education

Dan Ruff

The literature on quality circles is vast for business and industry. There have been a handful of articles about quality circles in educational journals. They were mostly in a descriptive context, with some questioning whether the environment and governance structures prevalent in higher education were conducive to quality circle operation. No literature has been found on successful case models of quality circles in higher education, although the author is aware of institutions that have implemented the innovation. This study highlights the successful implementation of quality circles in a public two-year college. An extensive literature survey of quality circles is provided. This study critically analyzes those articles questioning quality circle applicability to higher education.

This study provides an overview of the results of the first year's quality circle operation, including steps in pre-planning, assuring organizational readiness, conducting a pilot phase, and determining whether to proceed beyond a pilot phase. A comparative organizational perspective between quality circle operations in educational and business institutions is provided. The findings of a survey of pilot phase quality circle participants also provides a comparative analysis between actual and expected benefits accruing to the organization from quality circles. With resultant improvements in productivity, morale, and teamwork, this overlooked management innovation may have potential relevance to many institutions of higher education during an era of challenge.

8. POLICY ANALYSIS

The Measurement of Excellence in Florida's State University System: The Snipe of the 80's

Mary K. Robinson

In Florida, the State University System prepares an annual report on their Progress Toward Excellence in Education. The purpose of this presentation is to discuss the measurement of the 21 indicators of quality included in the report and their

relationship to the true variables of interest. The availability of comparable data from national, regional and local higher education organizations is discussed, as well as the preparation of the data for publication. It is anticipated that other states which are considering the development of such a project could benefit from Florida's experiences with the pursuit of excellence.

Effective Utilization of Indirect Costs Recovered: Issues and Innovations

Annie R. Hayes

University and college administrators and faculty are increasingly questioning the paucity of formulas and rationales for internal distribution of indirect cost monies recovered from sponsored research projects. The problems of allocation are further complicated by differing budgetary practices of state governments. Issues uncovered during two independent surveys, involving 17 institutions in 13 states, are described and innovative strategies are proposed for reallocating funds proportional to the research performance rather than continuing the "pork barrel" traditions found in many institutions. Discussions focus on: (1) current practices and changes which should be initiated; (2) exploring the use of LOTUS 1-2-3 in determining the equitable distribution of indirect costs recovered, with models reflecting scenarios of research productivity levels, program priority needs and direct reimbursement of expenditures; and (3) the role of institutional researchers and planners in effecting the proposed policy alternatives, particularly in public relations, in order to stimulate competitive departmental research in pursuit of academic execllence.

Public Two-Year Colleges and the Improvement of Undergraduate Education in the South

Joseph L. Marks

The "golden era of expansion" for higher education came to a close in the 1970s as downturns in demographic and economic trends substantially affected higher education. There have been two distinct but related phases of adaptation to the new low-or-no-growth conditions. The first phase might be called the "fiscal crisis" and second the "quality crisis". Expansion created unprecedented resource needs and reductions in enrollment growth. Expansion also brought an unprecedented diversity into American higher education. With this diversity and the fiscal crisis has come growing evidence of diminished educational quality--the quality crisis.

The expansion of one educational sector--public two-year colleges--has been chiefly responsible for the dramatic expansion and diversification of higher education. This report documents the central role of public two-year colleges in the changes that have occurred and shows that public two-year colleges have become a major landmark on the higher education scene. Key goals and the central questions policymakers can address to ensure that public two-year colleges are an integral part of quality and access improvement plans are presented.

9.a INFORMATION SYSTEMS: DECISION SUPPORT SYSTEMS

Responding to Evolving Funding Patterns:
Developing a Decision Support System for Fiscal Planning

James C. Sadler, Jr.

In planning for long-range responses to external forces, institutions of higher education must examine trends in amounts of funding from various sources and project potential revenues and expenditures based upon available information. Such efforts often become "special projects" for institutional research and planning personnel. This paper describes a decision support system developed by the author at a university to assist administrators in understanding the evolving patterns of funding and outlays and anticipating future trends. Various data collection and analysis procedures are described and graphs portraying the trends are displayed. The main points covered are: (1) an overview of literature and research relating to higher education funding patterns; (2) the general idea of decision support systems and how this approach can be applied to the immediate problem; (3) the various procedures undertaken in the revenues and expenditures study at the author's institution; and (4) implications, problems, and further activities suggested by such efforts.

Each institution attempting to develop a fiscal planning decision support system will have to take into account its own unique characteristics; however, this study examines questions that must be addressed by all: which inflation indicators to use, how to develop useful projection equations using multiple spreadsheets, and which types of graphs and charts make the most informative presentation of results. The presentation concludes with suggestions on integrating this particular decision support system with other data systems that are in operation on campus.

9.b INFORMATION SYSTEMS: TECHNICAL ELEMENTS None

9.c INFORMATION SYSTEMS: DATA BASE MANAGEMENT None

10.a BUDGET AND FINANCE: OVERVIEW None

10.b BUDGET AND FINANCE: STATE BUDGETING

Influencing State Fiscal Policy:
Assessing State-Level Funding Formulas

John M. Cooper

Conditions are ripe for changing funding formulas used by statewide coordinating and governing boards. Some states are responding to pressures for change by completely overhauling their formulas. Other states are targeting several components for revision. Funding formulas are one of the major external forces affecting public institutions. While approaches to formula revision vary, in all states a great deal is at stake as the interplay of various interests produces revised funding formulas.

This paper focuses on policy changes occurring in funding formulas and ways of assessing how changes will impact institutional funding and policies. Many states are modifying assumptions about cost behavior. The assumption built into most formulas when they were first developed was that the cost of educating one additional student was equal to the average cost of educating all students. Now facing projections of stable or declining enrollments, average cost assumptions are frequently being discarded in favor of fixed and marginal costing methods. The paper uses changes in library formulas as a case study of fixed and marginal costing assumptions used in formula funding. The paper concludes with a discussion of some approaches institutional researchers and policy analysts can use to take advantage of opportunities to influence formula development.

10.c BUDGET AND FINANCE: INSTITUTIONAL FUNDING

Are Low Interest Loans from the College Housing Program a Good Financial Decision?

Jeffrey A. Perry
Wayland H. Winstead
Philip B. Sheldon

Colleges and universities may obtain low-interest financing for qualified housing projects under the College Housing Program administered by the Department of Education. The three percent interest rate on funds obtained under this program is well below commercial rates. However, federal regulations raise the actual cost of capital realized by colleges and universities participating in the program. This paper presents the results of an analysis of commercial financing alternatives.

After a summary of the relavent factors influencing the calculation, a present value analysis is used to solve for the break-even interest rate for private-sector financing. For most projects, the low-interest federal loans are shown to be the preferred financial choice despite the additional costs incurred in complying with federal regulations. The conditions that yield the highest break-even interest rates are identified and discussed.

The Rising Cost of Education at Public Universities: Fact or Fiction?

Wayland H. Winstead
Mary Ann Moore

Tuition and fee charges at selected major public universities are analyzed for the eight year period from 1976-77 to 1984-85. This paper focuses on resident and non-resident undergraduate tuition, room-and-board charges and total charges (tuition plus room-and-board). Using nationally available data and adjusting for the impact of inflation as measured by the Consumer Price Index, the median increase in resident undergraduate tuition is shown to be 11.8 percent when measured in constant 1976 dollars. This modest increase in real cost is contrasted with public articles focusing on the rapid rise in tuition and required fees.

The increases reported in this study are significantly smaller than have been generally reported for unadjusted increases. However, the range of increases is striking. Some institutions have had cost increases of over 50 percent. Other institutions have experienced a 34 percent decrease in real tuition with major public universities in the South. The results of this descriptive analysis are interpreted in light of current debate over state policies regarding tuition and fees.

11. FACILITIES, SPACE AND SCHEDULING

Assessing the Residence Hall Environment to Improve Staff Development and Program Effectiveness

Bruce I. Mallette
Cynthia Palcic Bonner

Housing and residence life functions and philosophies have undergone many changes in recent years. Students now live in residence halls not dorms, housemothers have been replaced by trained para-professional student staff and professional residence educators, and in loco parentis has given way to the student development perspective. As a result of these changes housing and residence life programs have set new goals and objectives.

This paper presents the results and staff development approach used by the Residence Life Research Task Force at North Carolina State University. The Research Task Force designed three research studies which used the University Residence Environment Scale (URES) to examine race, special interest/traditional housing, and suite/hall differences. Analysis of each study question provided significant results in student subgroups as well as residence halls. The Research Task Force conducted a staff development session that focused on staff reactions to the results and discussed how residence life policies, programs, and procedures might impact the URES scales.

12.a THEORY AND PRACTICE: PRACTICES

Dealing with Dirty Data: Some Reflections on Validity, Reliability and Missing Data

Gerald H. Lunney

The author of this paper has previously expressed the feeling that the real data with which institutional researchers work is dirty data and that all persons working in IR must accept that fact and make the best of the situation. In order to help in that process, this paper looks at three factors concerning data and the ways in which we can deal with them.

The concept of validity is discussed in the light of the author's philosophic position on statistical analysis. Validity is defined and criteria are established which will help determine the validity of a particular instrument for gathering data. Reliability is dealt with in the same fashion. An in-depth examination of the case where there are missing data is discussed. Included in this examination are analyses of what happens when numbers are missing from a data set, and what kinds of transformations will overcome the problem of missing data.

Since real data is dirty data, an understanding of the impact of our using such data is necessary. This paper takes provocative positions which should cause people to re-evaluate their own thinking about the material with which we work and the ways in which we perform our jobs.

Institutional Research as a Proactive Force: Issues, Strategies, and Obstacles

Daina Paupe Schoppert

The traditional role of institutional research has been to produce and disseminate volumes of data, without the data necessarily having been transformed into useful information. The purpose of this paper is to address the need for a more proactive and useful research approach in order to satisfy the demands by institutional policy makers for more useful and management-oriented research information. Data, if it is not relevant and useful, may be generated and disseminated, but it will not be utilized. It is this critical issue of utilization which determines whether research efforts are worthwhile and proactive.

Three issues are discussed. First, that researchers should be an integral part of the decision making process of an institution, and conversely, that decision makers be involved in the determination of the areas of research. Second, the necessary commitment required by both researchers and institutional policy makers to produce and use the information generated. Third, the communicating and networking required for a flexible and proactive system of research. Several strategies for this type of research system are presented.

The Internal and Face Validity of an Office of Institutional Research

Michael T. McCord

It is not uncommon for functions of an office of institutional research to be unknown among the faculty of an institution. Likewise, it is sometimes bemoaned by directors that few administrators know of the services rendered by an office of institutional research. The question of how fellow administrators acknowledge the importance of the concept of conducting institutional research is the subject of this paper. A survey administered at four different institutions to facilitate administrators developing their resources and capabilities contained items which judged the importance of various products usually coming from an office of institutional research. In addition, the concept of an office of institutional research was included to elicit administrators' opinions as to its importance and its relevance to the operation of the institution. These items were identified and separated from the larger questionnaire to highlight such responses. The rankings of items on the work or product of an office of institutional research are compared to rankings of the concept of an office of institutional research. This establishes whether an office of institutional research has face validity that is comparable to its internal validity resulting from the use and importance attributed to many of the products for which it is responsible. A discussion is presented of the issues involved when the existence of an office of institutional research is questioned on a campus during a time of retrenchment or reallocation.

12.b THEORY AND PRACTICE: QUALITATIVE PROCEDURES

The Radical Liberal Statistical Manefesto

Gerald H. Lunney

After several years' experience with statisticians and statistics, researchers and research, decision makers and decisions, the author of this paper has reached a conclusion which he calls The Radical liberal Statistical Manifesto. Simply put, the manifesto states: DO NOT PLACE STATISTICAL ANALYSIS OVER COMMON SENSE IN THE DECISION-MAKING PROCESS. This statement must seem obvious for the common person, just as it must seem heretical to one trained in statistical analysis and research methodology. If you consider, however, that the author is highly trained in these fields, is employed in institutional research, and believes that statistical information should be the foundation for good decision making, it is apparent that it is a radical, and not conservative, statement.

The purpose of this paper is to amplify the manifesto and to defend its validity and usefulness. Specific topics covered include: (1) the search for scientific fact is different from the search for information to support decision-making; (2) "my mind is made up, don't confuse me with facts"; (3) "I don't like your position so your data must be wrong"; (4) The first person who presents some statistical information determines the direction of the decision process; and (5) the last data are the best data.

Data and statistical information are important to the decision-making process. Their use in the process, and therefore their effectiveness, are not solely a function of their validity, reliability, and so on. Of equal importance is the way in which they are presented, their timliness, and the utility of previous data which have been available for the decision process. These points are highlighted in this paper.

12.c THEORY AND PRACTICE: METHODOLOGY

Survey Research and Grant Administration Made Easy: How to Turn a Mountain of Paper into a Few Keystrokes

Joseph L. Marks
Ann H. Carter
Hugh D. Spitler

The Southern Regional Education Board conducts varied survey research on a regular basis and administers several grant programs. In the past, surveys were hand tabulated or sent to a data processing firm for tabulation. Both of these methods had shortcomings, such as unpredictable completion dates, inaccurate tabulations, or limitations on the ability to pursue follow-up questions on the data. The administration of grant programs was handled through a cumbersome set of ledgers. By using a microcomputer and LOTUS 1-2-3 software, these tasks have been greatly facilitated. This paper presents an overview of the specific requirements for survey research and grant administration and describes in detail the techniques employed to automate the processes on a microcomputer.

A Method to Incorporate Multiplier Effects into Economic Impact Assessments of Higher Education Institutions

Peggy S. Yi

A University serves a variety of economic as well as educational functions within the local community. In addition to the primary functions of educating people and extending the frontier of knowledge, a University also broadens the local social and political environment and simultaneously provides job opportunities and income to individuals. While the local community is favorably affected by the presence of the institution, it pays a cost in the form of additional public services. Therefore, both the institution and the local community have a vested interest in the assessment of the economic impact of the institution upon the community. The purpose of this paper is to demonstrate a method of estimating the direct and indirect impact (multiplier effect) of an institution on the local economy of the local area.

12.d THEORY AND PRACTICE: SOFTWARE

DIF: A Record Structure for Inter-Institutional Data Exchange

Allan M. Bloom

The proliferation of microcomputers in institutional research offices has led to emergence of spreadsheet and data base management programs as popular methods of data preparation and analysis. Institutions increasingly wish to share or transmit data directly from those microcomputer programs. However, the various data base and spreadsheet programs all use different data structures and data encoding algorithms. Each commercial program has its adherents. It can be impractical or awkward to require each participant in a data exchange program to use the same software for data preparation and analysis. DIF (Data Interchange Format) is a record structure that permits different programs to share data. Almost all spreadsheet programs can convert between their proprietary file formats and DIF. Many data base programs can also read and write DIF files. Exchanging data in DIF format permits each participant to use his or her favorite spreadsheet or data base program. This paper describes the DIF record structure, contrasts DIF with other spreadsheet formats, and presents examples of using DIF effectively.

Selecting and Installing an Integrated Student Information System: Some Points to Keep in Mind

Thomas E. Gusler

As more and more campus administrators become interested in the concept of integrated student information systems, it is important that the commercial advertising and presentations by software company salespersons be balanced with some practical, non-technical advice from fellow administrators regarding the selection and installation of these complex systems. This paper does not attempt to compare the many student information systems available in today's higher education software market. Rather, it will (1) suggest some steps to be included in the process of selecting an integrated student information system, (2) review some of the problems and tasks encountered during the installation of such a system, and (3) discuss the potential roles of institutional research personnel in the selection and implementation of a system.

BUSINESS SECTION

Business Meeting Minutes[1]

Southern Association for Institutional Research
November 1, 1985
Virginia Beach, Virginia

The meeting was called to order at 8:05 a.m. by President Liz Fox. Under Old Business, Maryann Ruddock read the minutes from the business meeting in Little Rock, Arkansas. The minutes were accepted as read. Kay Staub presented the Treasurer's Report. The balance at the end of 1984 was $8,352.12. The third-quarter balance for 1985 was $8,214. Kay reported that she expected an increase in revenue because of the large attendance at this conference. The attendance was approximately 210. For the Audit Committee, Coy Woods reviewed the books. His report to the president showed that the books were in satisfactory condition. The audit report was accepted. Past President Rich Howard thanked the members of the Nominating Committee and reported that the newly elected officers were:

Steve Batson, Vice President
Tim Sanford, Member-at-Large

and for the Nominating Committee:

Wayland Winstead
Mantha Mehallis
Brenda Rogers
Carol Kayla
Mary Alyce Orahood

The Committee that looked into a possible name change for SAIR was chaired by Jim Nichols, Member-at-Large. Members of the committee were:

Glynton Smith
John Porter
Nellie Hardy
Michael Yost

The Committee determined that the name change idea was accomplished by having joint meetings with other groups. The Committee recommended that the name of the organization not be changed. As a follow-up to this, Ed Smith asked if SCUP was meeting with SAIR next October. Haskin Pounds responded that the Southeast Region of SCUP wishes to continue joint meetings with SAIR. Joe Stafford responded that the South West Region of SCUP also wishes to continue meeting with SAIR, but regularize it so that it is not an ongoing issue. Jim Montgomery made a motion to accept the Committee report; and it was accepted. He also made the motion to invite SCUP to meet with SAIR: the motion was accepted.

Rich Howard reported on his talks with SACS concerning the new accreditation standards. Rich had met with J. Rogers, the Executive Director of SACS, and had suggested names for possible team membership.

Ed Smith reminded everyone that the next conference would be held at Pipestem State Park in West Virginia. Jim Montgomery gave his impressions of that area of the country. Liz Fox asked that anyone interested in hosting a SAIR conference, please make a site proposal to any officer.

Under New Business, Wayne Edwards announced that there had been nine runners in the 5K run that morning, and all of them had been declared winners. Maryann Ruddock presented the Best Paper Award from the Little Rock conference to Brenda Rogers for her paper, "The Use of Non-Cognitive Variables in the Prediction of Black Freshman's College Performance". As head of the Virginia Beach conference evaluation, John Porter asked that everyone fill out their evaluation forms. Gerry McLaughlin reported that AIR will be held in Orlando Beach, Florida in June 1985 and invited everyone to attend, since it is in the South. Gerry also mentioned that the 1986 AIR Forum will be held in Kansas City. Don Reichard reported on the last European AIR conference that was held in Copenhagen last August. The next European AIR will be in England on September 3-6, 1985. President Fox reported that the Virginia Beach conference of SAIR was supported by a grant from AIR. Linda Pratt thanked everyone who participated on the Program Committee, and Wayne Edwards thanked everyone who helped with Local Arrangements. Liz Fox thanked the out-going Executive Committee members Kevin Hunt (Member-at-Large) and Rich Howard who served on the Executive Committee for the past three years. The meeting was adjourned at 8:45 a.m..

Maryann S. Ruddock

[1]As amended 11/22/85

SAIR FINANCIAL STATEMENT

1985

Balance as of January 1, 1985		$ 8,352.12
INCOME:		
Membership	$ 2,575.00	
Registration only	7,380.00	
Workshops	2,105.00	
Activities/Misc.	1,581.00	
Other (interest)	568.73	
		$14,209.73
Total Income		$22,561.85
LESS:		
EXPENSES:		
Shipping/Postage/Printing	$ 1,689.63	
Taxes (Internal Revenue)	120.00	
Preparation of tax returns	251.90	
Corporation Report (Florida)	20.00	
Conference (VA Beach)	8,040.60	
Conference (Portland)	89.70	
Refunds	790.00	
1984 SAIR Proceedings	968.85	
Total Expenses		$11,970.68
Balance as of December 31, 1985		$10,591.17

SAIR CONFERENCE - VIRGINIA BEACH
1985

INCOME

Registration/Memberships	$ 9,500.00	
Memberships only	235.00	
Workshops	2,105.00	
Activities	1,032.00	
Other (late penalty, AIR contribution)	549.00	
Total Income		$13,421.00

EXPENSES

Printing	$ 447.85	
Postage/Shipping	391.75	
Workshops	628.94	
Local Arrangements	565.13	
Marjorie Phillips Tours	842.00	
Frame	13.26	
Plaque	38.80	
Cashier's check/money bag	5.50	
Proceedings	1,000.00	
Breakfast	1,291.68	
Luncheon	2,608.20	
Social Functions	1,257.53	
Breaks	659.51	
Refunds	790.00	
Total Expenses		$10,540.15
Difference Income-Expenses		$ 2,880.85

46

ARTICLES OF INCORPORATION

OF

SOUTHERN ASSOCIATION FOR INSTITUTIONAL RESEARCH, INC.
A Florida Nonprofit Corporation

(As amended at meeting October 28, 1983)

Article I
Corporate Name

The name of this corporation is SOUTHERN ASSOCIATION FOR INSTITUTIONAL RESEARCH, INC.

Article II
Corporate Purposes

The purposes for which this corporation is formed are exclusively educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954, as amended, or under any corresponding provisions of any subsequent United States Internal Revenue Law. These purposes include, but are not limited to, the advancement of research leading to improved understanding, planning and operation of institutions of higher education; the dissemination of information and interchange of ideas on problems of common interest in the field of institutional research; the continued professional development of individuals engaging in institutional research; the fostering of unity and cooperation among persons having interests and activities related to research; and the advancement of post-secondary education.

Article III
Qualifiation and Admission of Members

(a) This corporation shall have one class of members and no more than one membership may be held by any one person. The rights and privileges of all members shall be equal. Each member shall be entitled to one vote.

(b) Membership shall be open to any person who is actively engaged in institutional research or has professional interest in activities related to institutional research. Any such person paying the dues or fee provided for by the Bylaws or paying the registration fee for the Southern Association for Institutional Research Annual Meeting, and agreeing to be bound by the Articles of Incorporation and the Bylaws of this Corporation and by such rules and regulations as the Board of Directors may from time to time adopt, is eligible for membership.

Article IV
Duration

The term of existence of this corporation is perpetual.

Article V
Subscribers

The names and residences of the Subscribers of this corporation are as follows:

NAME	RESIDENCE
E. Michael Staman	29216 Lincoln Road Bay Village, Ohio 44140
Gerald W. McLaughlin	308 Ardmore Street Blacksburg, Virginia 24060
Charles H. Bryson	1764 Pine Ridge Drive NE Atlanta, Georgia 30324
Denise Strenglein	1507 Winding Way Clearwater, Florida 33515

Article VI
Officers

(a) The officers of this corporation shall be a President, a Vice-President, a Secretary, and a Treasurer. The officers shall be elected and have such duties, obligations, and authority as provided in the Bylaws.

(b) The officers shall be elected at the Annual Meeting of the Southern Association for Institutional Research, Inc. as provided in the Bylaws.

Article VII
Initial Officers

The names of the officers who are to serve until the first election as provided in the Bylaws are:

President:	E. Michael Staman
Vice-President:	Gerald W. McLaughlin
Secretary:	Charles H. Bryson
Treasurer:	Denise Strenglein

Article VIII
Board of Directors

(a) The number of persons constituting the first Board of Directors shall be seven (7).

(b) The names and residence addresses of the persons who are to serve as Directors until the first election of Directors pursuant to the Bylaws are:

	NAME	ADDRESS
President:	E. Michael Staman	29216 Lincoln Road Bay Village, Ohio 44140
Vice-President	Gerald W. McLaughlin	308 Ardmore Street Blacksburg, VA 24060
Immediate Past President	Larry G. Jones	231 Fortson Drive Athens, GA 30606
Member at Large:	Charles I. Brown	P. O. Box 951 Fayetteville St. U Fayetteville, NC 28301
Member at Large:	R. Gregory Litaker	3312 Bass Creek Drive Apt. B Louisville, KY 40218

Article IX
Bylaws

Changes to the Bylaws of this corporation may be proposed by a resolution adopted by the Board of Directors and made, altered, or rescinded by a majority vote of the registered members present and voting at the Annual Meeting of the Southern Association for Institutional Research, Inc.

Article X
Amendments to Articles of Incorporation

Amendments to these Articles of Incorporation may be proposed by a resolution adopted by the Board of Directors and approved by a two-thirds vote of the registered members present and voting at the Annual Meeting of the Southern Association for Institutional Research, Inc.; or by a two-thirds vote of a quorum of members at a special meeting properly called and noticed pursuant to the Bylaws or by a two-third vote of those members responding to a mail ballot sent for the purposes of amending the Articles of Incorporation.

Article XI
Activities of the Corporation

(a) Board of Directors. The Board of Directors shall consist of the President, Vice-President, Secretary, Treasurer, Immediate Past-President, and two Members at Large, elected each year as provided for in the Bylaws. The Board of Directors shall conduct the general affairs of this corporation between its Annual Meetings; set the time and location of the Annual Meetings; function as a Budget Committee for this Corporation; and fill vacancies in office as provided in the Bylaws.

(b) No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to its members, directors, officers of other

private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof.

(c) No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

(d) Notwithstanding any other provision of these articles, this corporation shall not carry on any other activities not permitted to be carried on by (1) a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954 or the corresponding provision of any future United States Internal Revenue Law or (2) a corporation contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1954 or any other corresponding provision of any future United States Internal Revenue Law.

Article XII
Registered Agent and Office

The address of this corporation's registered office shall be the Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, Florida 32306, and the name of its registered agent at said address shall be Ms. Jean C. Chulak.

Article XIII
Dissolution of Corporation

In the event of dissolution, the residual assets of the organization will be turned over to one or more organizations which themselves are exempt as organizations described in sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1954 or corresponding sections of any prior or future Internal Revenue Code, or to the Federal, State, or Local government for exclusive public purpose.

BYLAWS OF THE SOUTHERN ASSOCIATION FOR INSTITUTIONAL RESEARCH

Article I: Membership and Voting

Section 1. Membership in the Association and election to any office or appointment to any committee shall not be based on race, ethnic origin, sex, age, or religious conviction.

Section 2. Except for the election of officers, voting shall take place at the annual business meeting and be restricted to those members in attendance. For the election of officers, a ballot will be included in the announcement of the annual meeting sent to members of the Association.

Section 3. The right of a member to vote and all of his or her other rights and interest in the Association shall cease on the termination of his or her membership. No member shall be entitled to share in any distribution of the corporate assets upon the dissolution of the Association's corporate structure.

Article II: Officers

Section 1. The officers of the Association shall consist of a President, a Vice-President, a Secretary, and a Treasurer.

Section 2. President. The President shall: a) have general responsibility for promoting membership in the Association; b) appoint committee members; c) serve as chairperson for the annual conference; d) work with committees in formulating policy and expediting the implementation of such policies; e) consult with the Vice President in planning the annual conference; and f) perform any other duties necessary to assist the Association in achieving its purposes as stated in the Constitution.

Section 3. Vice President. The Vice President shall: a) plan the program for the next year's annual conference; b) assist the President in other duties as the need arises; and c) assume the duties of the President in the event that person cannot complete his/her term.

Section 4. Secretary. The Secretary shall: a) maintain and publish an annual listing of the membership of the Association; b) keep the minutes of the annual business meeting and of the meetings of the Executive Committee; c) print and distribute notices and proceedings of the annual conference; d) print and distribute copies of changes and amendments to Bylaws; and e) perform any other duties assigned by the President or Vice President.

Section 5. Treasurer. The Treasurer shall: a) collect annual conference registration and membership fees; b) provide for the payment of duly authorized expenses of the Association; c) prepare and

complete financial reports for the annual business meeting; d) serve as ex-officio member of the Local Arrangements Committee; e) prepare an annual budget for consideration of the Board of Directors prior to May 1; and f) perform any other duties assigned by the President or Vice President.

Section 6. Terms of Officers. The Vice President shall be elected for a two-year term and will become President for the second year. The terms of office for the Secretary and the Treasurer shall be for three years and shall not start in the same year. All newly elected officers shall assume office at the close of the annual conference following the announcement of their election.

Article III: Board of Directors

Section 1. The Board of Directors shall be composed of the President, Vice President, Secretary, Treasurer, immediate Past President, and two Members-at-Large. The current President will chair the Board of Directors.

Section 2. One Member-at-Large will be elected each year and will serve for a two-year term. Members-at-Large shall assist the Board of Directors in performing duties necessary to help the Association achieve its purposes as stated in the Articles of Incorporation or Bylaws.

Section 3. The Past President becomes a member of the Board of Directors and will be responsible for maintaining the archives of the Association and tabulating election ballots.

Section 4. The Board of Directors shall receive no compensation for their services.

Section 5. The Board of Directors shall not be personally liable for the debts, liabilities, or other obligations of the Association.

Article IV: Election

Section 1. Eligibility. Only members in good standing shall be qualified to become offcers.

Section 2. Consent to Election. Only those persons who have signified their consent to serve if elected shall be nominated for or elected to such office.

Section 3. Multiple Offices. No Person shall be on the ballot for more than one office.

Section 4. Vacancies. Unless otherwise provided for in the Constitution, the Board of Directors shall have the authority to fill a vacancy by appointing an Association member to fill unexpired terms. A person appointed to finish the term of Vice President must run for election to become President. In this situation, candidates for

both the office of President and Vice President will appear on the ballot. If the elected President resigns, the Vice President completes the year as President and is also the President the following year. In all situations, the person appointed to an unexpired term shall be eligible to succeed himself/herself and to serve a full elective term as provided in the Constitution.

Section 5. Succession. Officers cannot succeed themselves in the same office except as noted in Article II, Section 6 and Article IV, Section 4.

Section 6. Election of Officers. All officers shall be elected by a ballot distributed to the membership with the announcement of the annual meeting. The ballot shall be returned to the Past President for tabulation. The results will be announced at the annual business meeting.

Article V: Bylaws

The Association shall adopt Bylaws consistent with the Articles of Incorporation required for the conduct of its affairs.

Section 1. Proposed changes in the Bylaws: a) may be submitted to any member of the Board of Directors at least sixty (60) days prior to the annual business meeting; or b) may be proposed through action originating in the Board of Directors.

Section 2. The Secretary shall be responsible for printing any proposed Bylaws or amendment(s) initiated in accordance with Section 1 of this Article, and for submitting them to the registered members for consideration at the annual business meeting.

Section 3. A proposed change in the Bylaws shall become effective at the end of the annual business meeting at which it was approved by a majority of the registered members present.

Article VI: Amendments

The Articles of Incorporation may be amended at the annual business meeting.

Section 1. Proposed amendments to the Articles of Incorporation: a) may be submitted to any member of the Board of Directors by a member of this Association in writing at least sixty (60) days prior to the annual business meeting or b) may originate through actions in the Board of Directors.

Section 2. Proposed amendments must be approved by a two-thirds vote of the Board of Directors.

Section 3. Amendments approved by the Board of Directors shall be circulated by the Secretary at least thirty (30) days prior to the annual business meeting and at the annual business meeting.

Section 4. Proposed changes to the Articles of Incorporation conforming with Sections 1 to 3 of this Article shall become effective at the end of the annual business meeting at which they are approved by two -thirds of the registered members present.

Article VII: Conference

The annual conference of the Association shall be held during October of each year at a site and date determined by the Board of Executives and approved at the previous annual business meeting by the registrants in attendance. The Secretary shall be responsible for notifying all members of the date and location of the annual conference at least sixty (60) days prior to the conference. The annual business meeting shall be held in conjunction with the annual conference. The Vice President of the Association will be in charge of the program for this conference.

Article VIII: Calendar

The fiscal year of the Association shall begin January 1.

Article IX: Fees

Section 1. A registration fee will be assessed to all who register for the annual conference each year. Those who pay this fee will be members until the next annual conference.

Section 2. A membership fee shall be determined by the Board of Directors and will be assessed to all who do not pay the registration fee but wish to receive the benefit of the following services of the Association to include: conference proceedings, membership list, advance notice of proposals for changes to the Bylaws.

Section 3. A discount in fees shall be established for full-time graduate students by the Board of Directors.

Section 4. Fees shall be reviewed and set annually in July by the Board of Directors.

Article X: Committees

Section 1. There shall be a Nominating Committee consisting of the immediate Past President and five (5) members elected by the membership. The term of each member of the Nominating Committee shall be one (1) year or until a successor takes office. The Nominating Committee shall prepare and report to the Board of Directors, for transmission to the membership, a double slate of candidates for the Nominating Committee and one (1) or more candidates for each of the other positions for which an election is to be held.

Section 2. An Audit Committee shall be appointed by the President for each annual business meeting. The Audit Committee shall audit the Treasurer's books for the preceding fiscal year.

Section 3. A Local Arrangements Committee shall be appointed by the Vice President in consultation with the President for each annual conference.

Section 4. The Vice President shall appoint and chair the Program Committee. The Local Arrangements Committee chair shall be an ex-officio member of this committee.

Section 5. A Site Selection Committee shall be appointed by the President. The committee shall be chaired by an existing member of the Board of Directors. The Site Selection committee shall report at each business meeting the site selected for the following conference.

Section 6. Such other committees as deemed necessary for the welfare of the Association may be appointed by the President.

Article XI: Quorum

A quorum to conduct the business of the Association shall consist of twenty-five (25) percent of the registrants of the annual conference.

Article XII: Distribution of Assets

Upon dissolution, liquidation, and winding up of the Association Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Association Corporation, dispose of all the assets of the Association Corporation exclusively for the purposes of the Association Corporation in such manner, and to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes, as shall at the time qualify as an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1954 as amended, as the Board of Directors may determine. Any assets not so disposed of shall be disposed of by a court of competent jurisdiction in the county in which the principal office of the Association Corporation is then located, exclusively for such purposes, or to such organization or organizations as such court shall determine.

Article XIII: Contracts, Checks, Deposits

Section 1. Contracts. The Board of Directors may authorize any officer or agent of the Association Corporation to enter into any contract or to execute and deliver any instrument or document on behalf of the Corporation, which authority may be general or specific.

Section 2. Deposits. All funds received by the Association Corporation shall be deposited to the credit of the Association Corporation in such banks or other depositories as may be approved and authorized by

the Board of Directors.

Section 3. Checks. All checks, drafts, or any authorization for the payment of any notes, sums of money, or other evidence of debt issued in the name of the Association Corporation shall be signed by such officers or agents as shall from time to time be designated and determined by the Board of Directors. Unless otherwise authorized, such instruments shall be signed by the Treasurer.

Article XIV: Records

The Association Corporation shall maintain correct and proper books and records and shall keep minutes of all the meetings of the members and Board of Directors. All such records may be inspected by any Board of Directors member, Association member, or the agent or attorney of either, or any proper person, at any reasonable time.

Article XV: Prohibited Activities

Notwithstanding any other provision of these Bylaws or the Articles of Incorporation, this association shall not conduct or carry on any activities not permitted to be conducted or carried on by any organization that shall be exempt under Section 501(c)(3) of the Internal Revenue Code and its Regulations, now existing or hereafter amended, or by any organization contributions to which are deductible under Section 170(e)(2) of the Internal Revenue Code and its Regulations, now existing or hereafter amended.

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